

# California School for the Blind

## Stuart Wittenstein, Ed.D., Superintendent

Principal, California School for the Blind

### About Our School

There are four principals at the California School for the Blind:

Deborah Kreuzer, Ph.D.; Director of Education

Ann Linville; Director of Transition

Maureen Reardon, J.D.; Director of Student Information Services

Sharon Sacks, Ph.D.; Director of Curriculum, Assessment and Staff Development

The administration at CSB, led by Stuart Wittenstein, Ph.D., welcomes the public to our 2012-2013 SARC. As you will see, 100% of the students at our school have a visual impairment, and many have additional disabilities. Because of concerns for student confidentiality, the number and percentage of students at or above proficient are not shown for a school, an LEA, or subgroup if the number of valid scores is less than 11. CSB is a national leader in the field of serving students with severe visual impairments, and we invite you to view this report, then contact us with any questions you may have.

### Contact

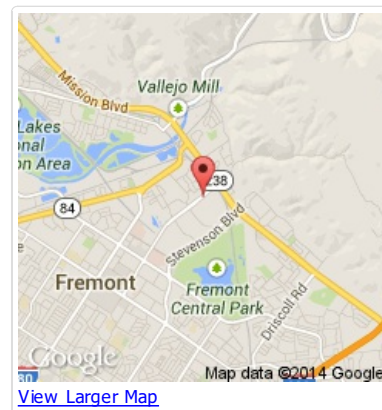
500 Walnut Ave.

Fremont, CA

94536-4365

Phone: 510-794-3800

E-mail: [swittenstein@csb-cde.ca.gov](mailto:swittenstein@csb-cde.ca.gov)



## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<b>School Name</b>	California School for the Blind
<b>Street</b>	500 Walnut Ave.
<b>City, State, Zip</b>	Fremont, Ca, 94536-4365
<b>Phone Number</b>	510-794-3800
<b>Principal</b>	Stuart Wittenstein, Ed.D., Superintendent
<b>E-mail Address</b>	<a href="mailto:swittenstein@csb-cde.ca.gov">swittenstein@csb-cde.ca.gov</a>
<b>County-District-School (CDS) Code</b>	01316090131755

District	
<b>District Name</b>	California School for the Blind
<b>Phone Number</b>	(510) 794-3800
<b>Web Site</b>	<a href="http://www.csb-cde.ca.gov">http://www.csb-cde.ca.gov</a>
<b>Superintendent First Name</b>	Stuart
<b>Superintendent Last Name</b>	Wittenstein
<b>E-mail Address</b>	<a href="mailto:swittenstein@csb-cde.ca.gov">swittenstein@csb-cde.ca.gov</a>

*Last updated: 1/7/2014*

### School Description and Mission Statement (School Year 2012-13)

As set forth in our mission statement (below), the California School for the Blind provides intensive, disability specific educational services for enrolled students who are blind, visually impaired, have a dual sensory loss (deaf-blindness), and visually impaired/multi-disabled students, whose primary learning needs are related to their visual impairment.

In partnership with students, families, other consumers, local educational agencies, professional and community resources, the California School for the Blind prepares students to participate at their highest level of independence in their schools, workplaces, and communities.

The California School for the Blind, as a State Special School of the California Department of Education, is a statewide resource offering expertise in the low prevalence disabilities of visual impairment and deaf blindness through innovative model programs, assessment, consultation and technical assistance, professional development, research and publications, advocacy, and outreach.

The school offers classrooms for students from 5 through 21 with the need for disability specific instruction for who are visually impaired, blind, or deaf-blind students, including those with additional disabilities. The school also partners with the Fremont Unified School District to offer mainstream placements for junior high (middle school) and high school students who are on a graduation track.

The school is available for students residing within daily transportation distance (day students) and students who reside throughout California (dormitory students.) All dorm students are transported to their homes for each school weekend and school holidays. Beginning with the 2008-2009 school year, the school has made a concerted effort to expand its enrollment.

CSB also provides Assessment Services, in accordance with its statutory mission. Outreach services in the areas of low vision examinations and consultations, assistive technology, and professional development are also provided by the school. The school's mission statement is as follows:

#### CALIFORNIA SCHOOL FOR THE BLIND MISSION STATEMENT

The California School for the Blind provides intensive, disability specific educational services for enrolled students who are blind, visually impaired, deafblind and visually impaired/multi-disabled, whose primary learning needs are related to their visual impairment.

In partnership with student, families, other consumers, local educational agencies, professional and community resources, California School for the Blind prepares students to participate at their highest level of independence in their schools, workplaces and communities.

The California School for the Blind, as a State Special School of the California Department of Education, is a statewide resource offering expertise in the low prevalence disabilities of visual impairment and deafblindness through innovative model programs, assessment, consultation, and technical assistance, professional development, research and publications, advocacy and outreach.

**\*\* NOTE:**

**CSB is an ungraded site, serving students with a primary disability of severe visual impairment. This is a special education school. Statewide and similar schools ranks are not applicable to special education schools. Because of concerns for student confidentiality, the number and percentage of students at or above proficient are not shown for a school, an LEA, or subgroup if the number of valid scores is less than 11. All students graduate with a certificate of attendance/ completion; some graduate with a high school diploma through our local high school, John F. Kennedy High School, Fremont CA, others through the California High School Proficiency Exam or the GED; still others graduate through the Hadley Correspondence School for the Blind. Class size ranges from 4 to 8 students, and students attend until high school graduation or until they reach their 22nd birthday.**

*Last updated: 1/7/2014*

## Opportunities for Parental Involvement (School Year 2012-13)

The Parents and Friends Association (PFA) of the California School for the Blind offers parents the opportunity to participate in the school and dormitory programs. Volunteers are encouraged to contact President Theresa de Malberbe.

Parents are active partners in the IEP process, and CSB's staff is in active communication with parents regarding their students' progress, recreational activities, and dormitory life.

*Last updated: 1/7/2014*

## Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

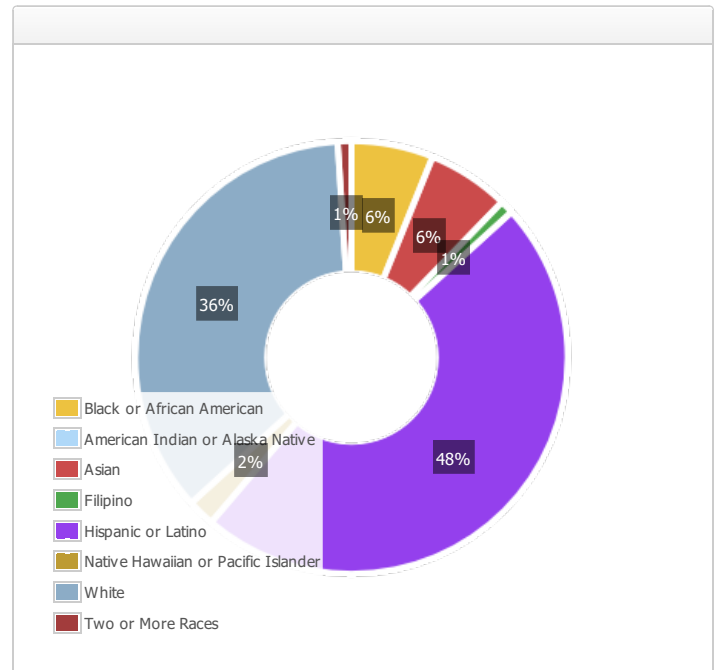
AYP Criteria	School	District
Made AYP Overall	No	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	No	N/A
Met Percent Proficient - Mathematics	Yes	N/A
Met API Criteria	N/A	N/A
Met Graduation Rate	N/A	N/A

*Last updated: 1/7/2014*

## School Climate

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.0
Asian	6.1
Filipino	1.2
Hispanic or Latino	47.6
Native Hawaiian or Pacific Islander	2.4
White	35.4
Two or More Races	1.2
Socioeconomically Disadvantaged	17.1
English Learners	15.9
Students with Disabilities	100.0



*Last updated: 1/7/2014*

### School Safety Plan (School Year 2012-13)

The site safety plan for the California School for the Blind is constantly under review by the School Safety Committee, chaired by Sharon Bobbit. CSB is working in conjunction with two state facilities that share our site, to coordinate disaster services for students and staff of CSB, the California School for Deaf (Fremont), and the Diagnostic Center North. Emergency supplies are stored on campus, to provide food, shelter and on-going supervision at two residential school sites. Questions regarding the safety plan, staff training, student needs, and current planning may be directed to 510-794-3800, extension 282, Sharon Bobbit.

*Last updated: 1/7/2014*

## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

In our previous (2011-2012), results of the *Williams* inspection were noted; CSB continues to address items noted in that report to provide ongoing compliance with school facilities standards. In our 2012-2013 environmental health and safety inspection, CSB was scored in the "satisfactory" range in all areas with the exception of the indoor pool facility. CSB and the State of California (Division of General Services) are currently working to upgrade the pool as required by law.

*Last updated: 1/7/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	CSB has been scored as satisfactory overall, with identified repairs to our indoor pool currently being addressed by the school and the state.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	CSB is inspected regularly for various infestations and is treated for any infestation or need as it occurs.
Electrical: Electrical	Good	Telephone system being replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Outdated playground equipment being replaced.

### Overall Facility Rate (School Year 2012-13)

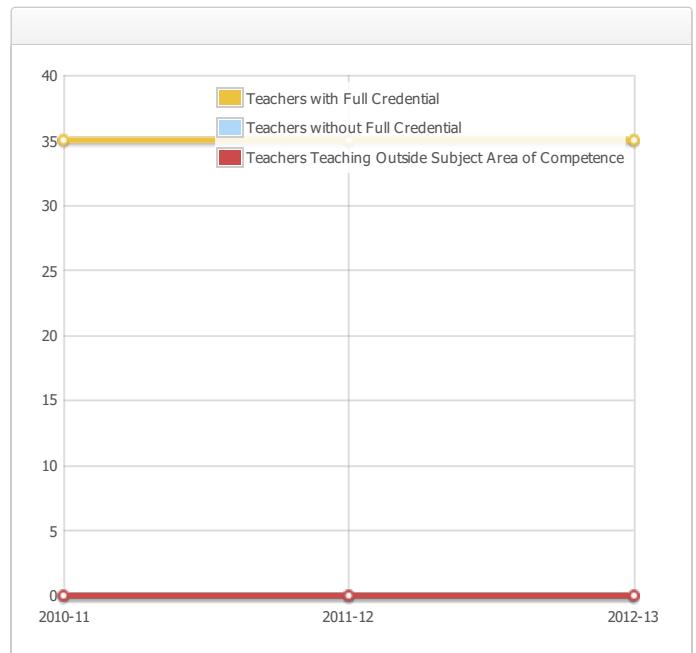
Overall Rating	Good
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*Last updated: 1/7/2014*

# Teachers

## Teacher Credentials

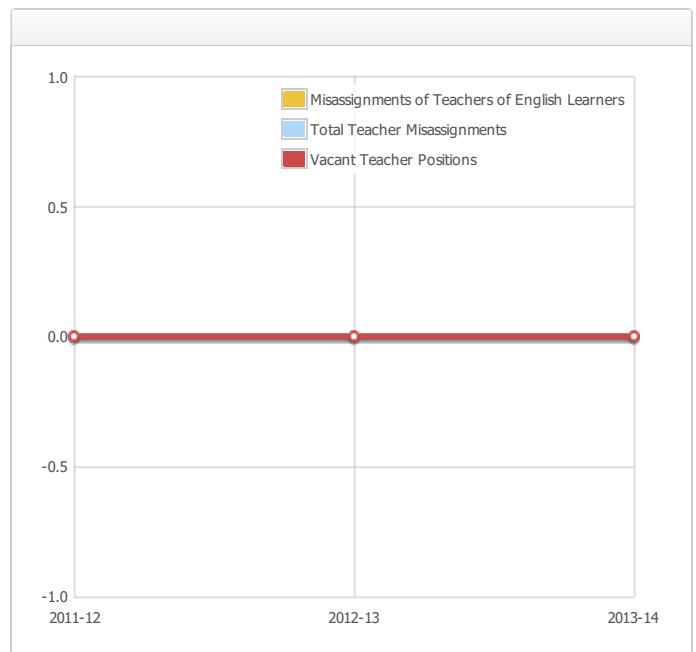
Teachers	School		District	
	2010-11	2011-12	2012-13	2012-13
With Full Credential	35	35	35	35
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/7/2014

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	3.6	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or with N/A values do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

*Last updated: 1/7/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: June 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	CSB provides instructional materials and textbooks to all students at CSB in the appropriate format (i.e., Braille, large print, audio, computers with assistive technology installed for internet access for texts, books, instructional materials.)	Yes	0.0
Mathematics	AS above for mathematics instruction.		0.0
Science	As above for science instruction.	Yes	0.0
History-Social Science	As above for history-social science instruction.	Yes	0.0
Foreign Language	As above for students enrolled in foreign language instruction.	Yes	0.0
Health	As above for students enrolled in health instruction.	Yes	0.0
Visual and Performing Arts	As above for students enrolled in visual and performing arts instruction.	Yes	0.0
Science Laboratory Equipment (grades 9-12)	As above for students enrolled in high school science laboratory instruction.	Yes	0.0

*Last updated: 1/7/2014*

## School Finances

### Types of Services Funded (Fiscal Year 2012-13)

The California School for the Blind is funded by (1) "Proposition 98" funds; (2) State of California General Fund; and (3) minimal special education funding provided by the federal government under the IDEA. Services provided include, but are not limited to:

- 176 instructional days for each student enrolled at CSB, provided by highly qualified instructors in the common core and expanded core curriculum;
- 24 hour residential services for students residing during the week at CSB;
- Assessment services for students throughout the State of California who are blind, visually impaired, and deaf-blind;
- Low Vision examinations for students enrolled at CSB and for students throughout the State of California who are blind, visually impaired, and deaf-blind;
- Extended school year services for identified students in accordance with their individual education plan;
- Teachers of the visually impaired, orientation and mobility instruction, daily living skills instruction, Braille instruction, adapted physical education, speech and language services, music instruction, and Transition Program Services;
- Staff development for teachers, teacher specialists and CSB staff;
- Full library, textbook, and instructional materials in appropriate media (i.e., Braille, large print, audio formats);
- Assistive Technology laboratory, with direct AT instruction for CSB students, and AT support for CSB staff;
- Assistive Technology consultation and support statewide for teachers and students who are visually impaired or who instruct students who are visually impaired;
- On-site health and dining hall services for residential students;
- Standards based goals and objectives for CSB students;
- Accessible campus with indoor swimming pool, instructional kitchens, full gym/weight room, theater, gym, and on campus play and fitness opportunities;
- Full service educational, recreational, and transition program services for students through the age of high school graduation or age 22;
- job related opportunities both on and off campus for CSB students, including the oncampus "Rocket Shop," use of assistive tools (e.g., talking cash register, bill identifiers) for employment purposes;
- On-going relationship with the Department of Rehabilitation to facilitate student contact with and eligibility for DOR services;
- Services to introduce students of age to the community college system, which does not require a high school diploma for enrollment;
- On and off campus travel, educational and recreational experiences for students of all ages to assure community based opportunities for students with severe visual impairments;
- Scouting and club activities for students of all ages;
- Teacher training placements for educators entering the field of visual impairments;
- Volunteer opportunities for young adults wishing to contribute to the CSB community;
- Written brochures describing CSB programs, quarterly "Braille Bites" school newsletter.

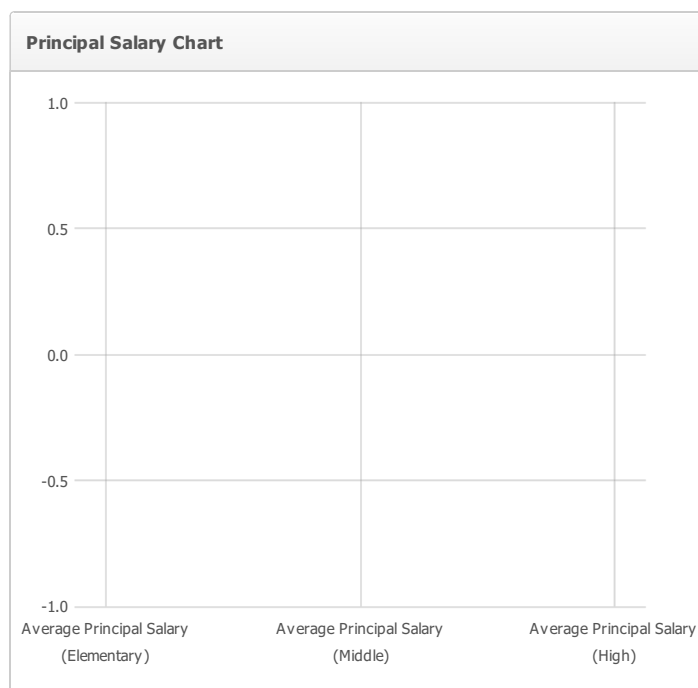
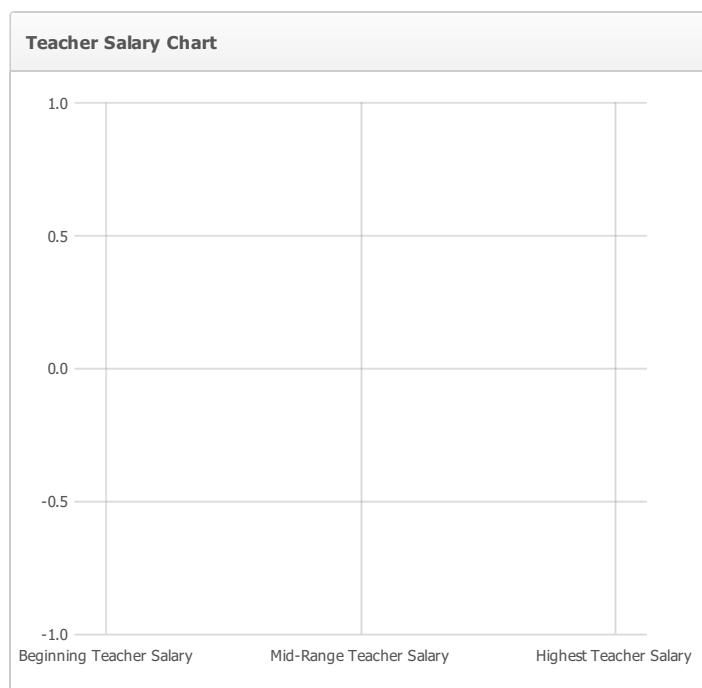
CSB welcomes tours to our campus, and to tour our facility. Please contact Annie Foyle, at 510-794-3800, extension 211.

*Last updated: 1/30/2014*

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	29.9%	%
Percent of Budget for Administrative Salaries	4.5%	%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



*Last updated: 1/30/2014*

# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	2	2	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	1	1	
Native Hawaiian or Pacific Islander	1	1	
White			
Two or More Races			
Socioeconomically Disadvantaged			217,915
English Learners			
Students with Disabilities	2	2	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/2/2014

## Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	46
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/2/2014

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/30/2014

## Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

Note: Cells shaded in black or with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/7/2014*

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

By collective bargaining agreement, CSB provides eight full days of professional development to educational staff. Additionally, all staff participate in the following mandatory trainings:

- Child abuse reporting;
- Confidentiality of state records;
- Confidentiality of student records;
- Internet privacy issues;
- Updates on federal and state law as they apply to CSB employees.

Major areas of focus are determined by the administration, most particularly by the Director of Curriculum, Assessment and Staff Development, Sharon Sacks, Ph.D. Dr. Sacks may be contacted at 510-794-3800, extension 313, or [ssacks@csab-cde.ca.gov](mailto:ssacks@csab-cde.ca.gov). Topics of training over the past years have included: standards based IEP drafting and implementation, emergency preparedness and first aid, common core curriculum, assistive technology, and school bullying prevention and related issues.

*Last updated: 1/7/2014*